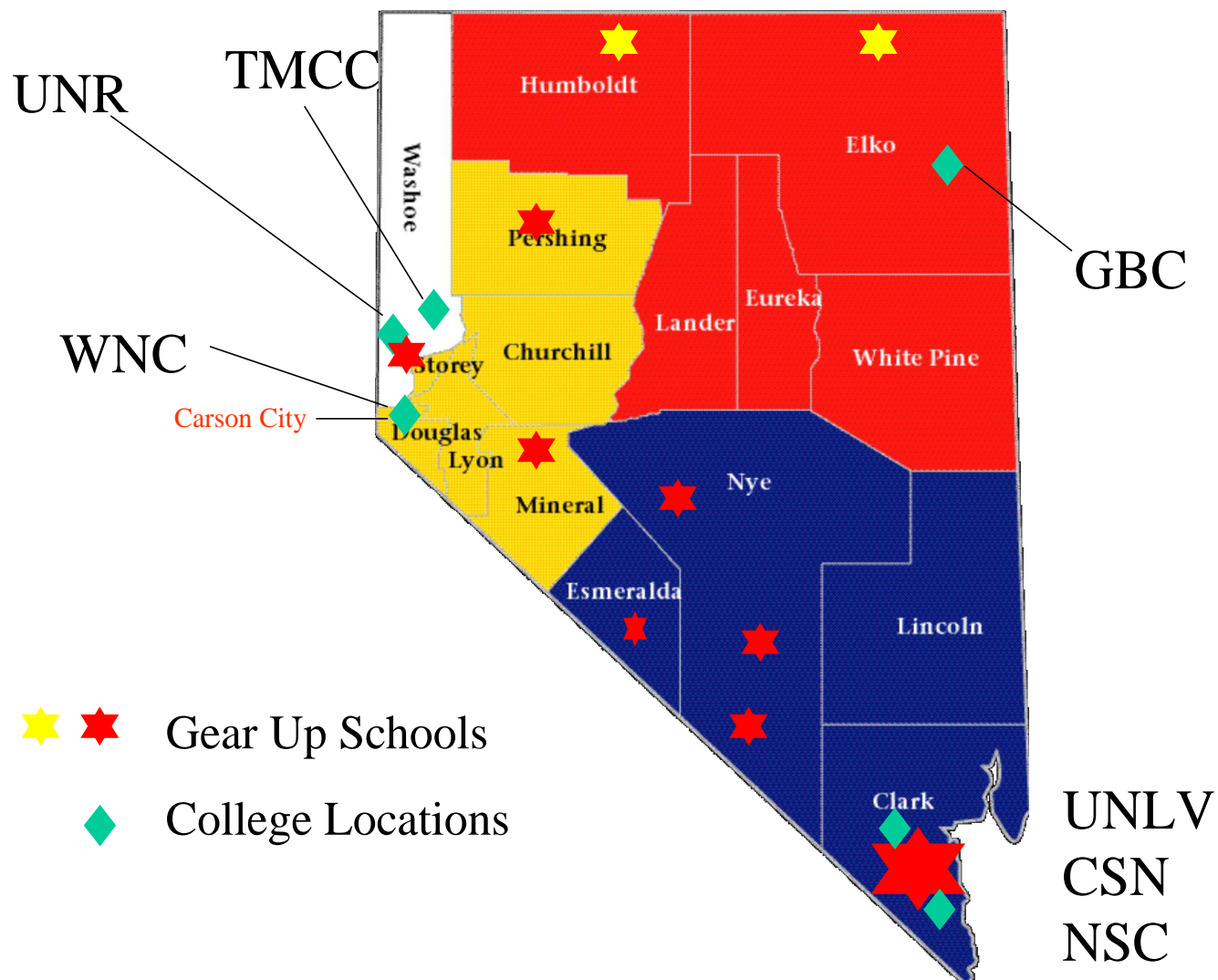




GEARING UP TO BE GREAT
BEST PRACTICES FOR STATE GRANTS
NCCEP 2011
San Francisco, CA

NEVADA SYSTEM OF HIGHER EDUCATION



**CLARK COUNTY SCHOOL
DISTRICT
LAS VEGAS, NEVADA**



GEAR UP





FAST FACTS

5th largest school district in the United States

**7,910 square miles,
Metropolitan Las Vegas & Rural Areas**

The District operates 357 schools:

- 217 Elementary schools
 - 59 Middle schools
 - 49 High schools
- 24 Alternative schools
 - 8 Special schools

2010-2011 Enrollment 309,893 Students



2555 ACTIVE GEAR UP STUDENTS



FRESHMAN ACADEMIES



QUARTERLY MEETINGS



SCHOOL SUCCESS GRADUATION ADVOCATES



PREP BUYOUTS



MENTORING




Lisa Pontius-Grant Coordinator

Lovelock, Nevada

Farming Mining
Public Service Sector



Population - 7153



DEMOGRAPHICS

Pershing County School District

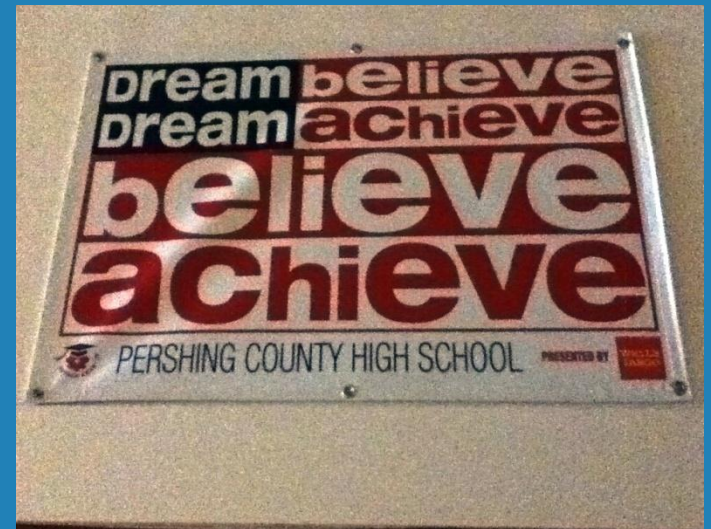
•White	58.3%
•Hispanic	27.8%
•Native American	10.0%
•IEP	14.6%
•LEP	8.3%
•FRL	58.0%

(MS from 50+% to 70+% since GEARUP began)

•Transiency rate	24.3%
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PERSHING COUNTY HIGH SCHOOL Home of the MUSTANGS

2010–11 State Champs – Football



2010–11 State Champs – Girls Basketball

Middle School Years

A visit with Dr. Glick



Summer Enrichment



Summer Enrichment



Parent Nights...



always include students



CAMPUS VISITS!

Middle Schoolers...



CAMPUS VISITS!

To the brink of Senior Year...



GEARUP at PCHS

**We are
ready
to explore!**

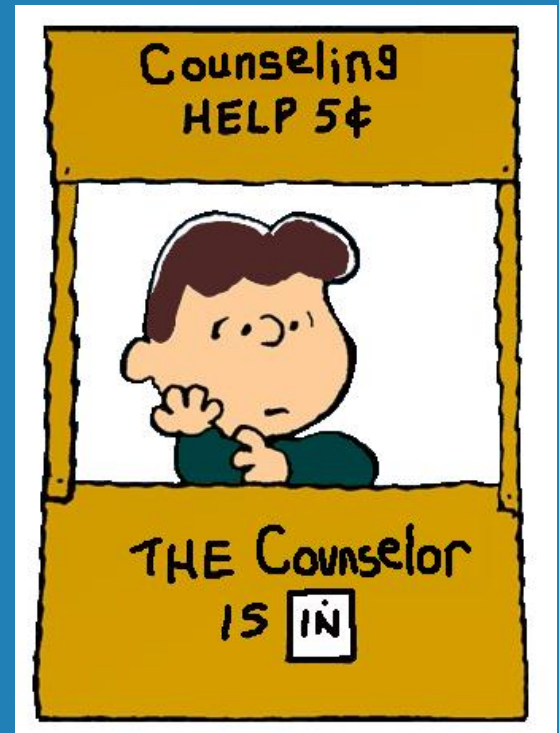
*The next step is
in sight...*

*And our sights
are set high.*

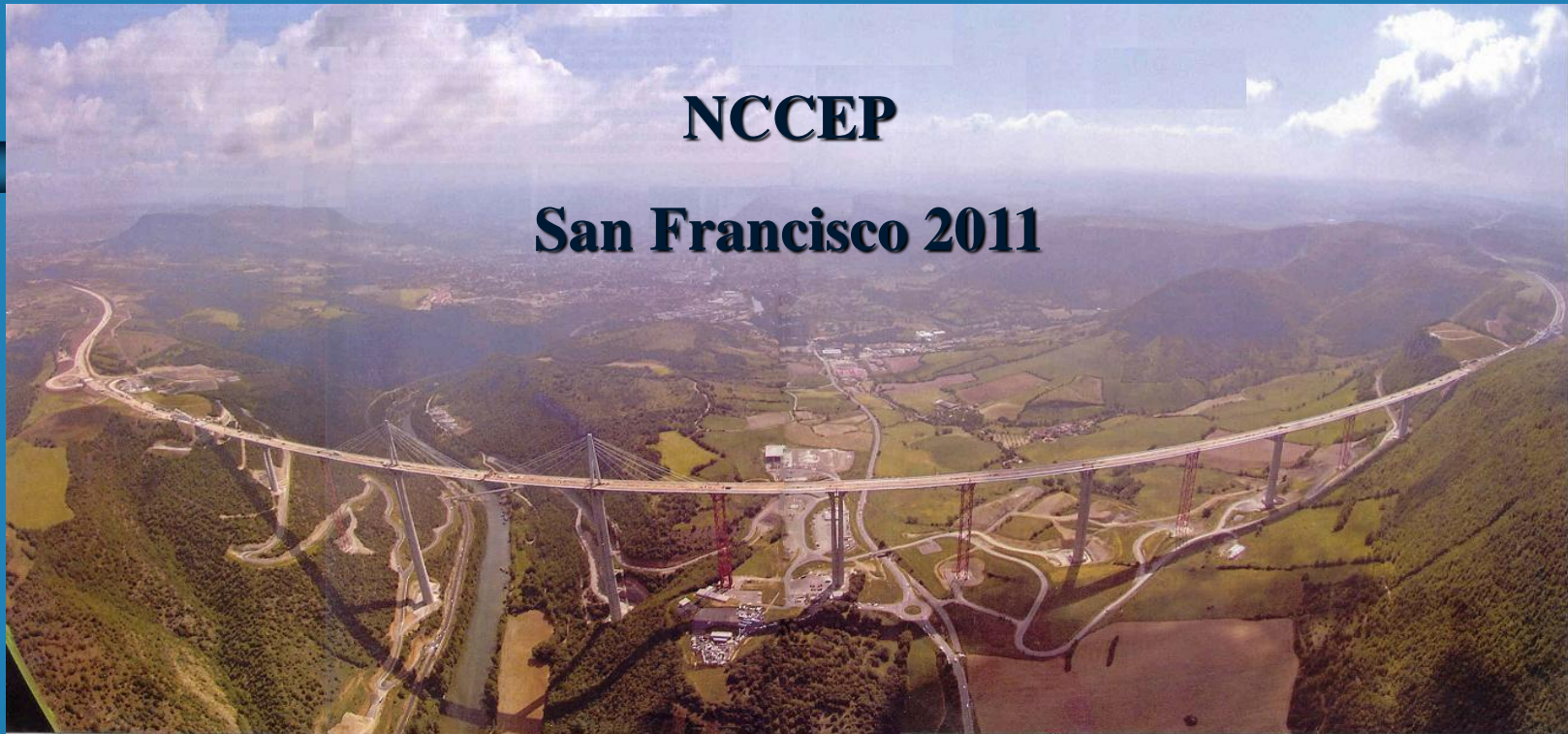


Matt Schottel - Counselor

- It's all about
“ability”
 - Adaptability
 - Approachability
 - Access-ability



Bridging the Vocabulary GAP



CINDY PLUMMER

Regional Coordinator

Northeastern Nevada Regional Professional Development Program

LEVEL THE FIELD



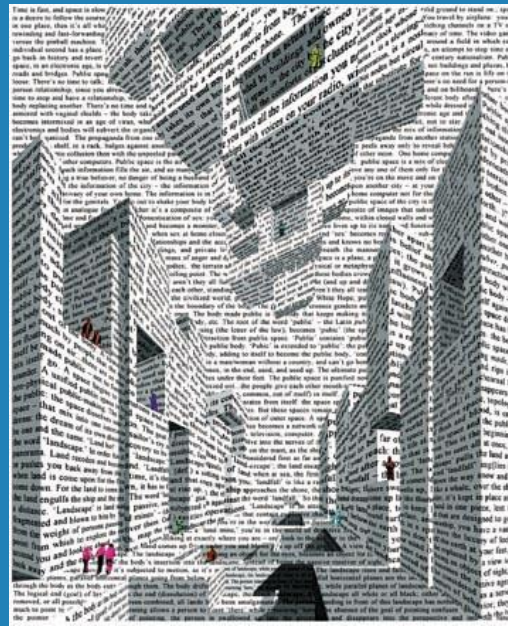
RAMP UP VOCABULARY to BRIDGE the GAP

build, rebuild, expand,
enlarge, extend, augment,
multiply, deepen, magnify,
amplify, improve, construct,
intensify, establish, create,
develop, build, rebuild,
expand, enlarge, extend,
augment, multiply, deepen,
magnify, amplify, improve,
construct, intensify, establish,
create, develop, build, rebuild.
..WORDS-WORDS-WORDS



Children enter school with "meaningful differences" in vocabulary knowledge.

- **What doesn't matter:** race/ethnicity, gender, birth order.
- **What does matter:** relative economic advantage.



Hart & Risley, 1995

In a typical hour, the average child hears:

Family Status	Quantity of words heard	Quality of words heard
Welfare Family	616 words	5 affirmations 11 prohibitions
Working Class Family	1,251 words	12 affirmations 7 prohibitions
Professional Family	2,153 words	32 affirmations 5 prohibitions

Hart & Risley, 1995

Cumulative Vocabulary Experiences

Family Status	Words heard per hour	Words heard in 100 hour week	Words heard in a 5,200 hour year	Words heard in 4 years
Welfare Family	616	62,000	3 million	13 million
Working Class Family	1,251	125,000	6 million	26 million
Professional Family	2,153	215,000	11 million	45 million

Hart & Risley, 1995

I saw a



jodphurs



sofa couch settee

davenport



WHAT?

Vocabulary acquisition is determined, in large part, by the socio economic class children are raised in. Children from poverty enter school with less vocabulary knowledge and world experiences.



SO WHAT?

What can educators do to decrease the vocabulary gap?

We can't fix the problem of poverty, but we can increase a child's exposure to a literacy rich environment.



NOW WHAT?

Read to the students every day in all grades. Include books from multiple genres.

Create content specific essential vocabulary lists. Students need to understand that each discipline has its own unique vocabulary.

trunk



Huh???



CHALLENGE EDUCATORS

- It's not enough to say, "I taught it." We must ask, "What did they learn?"
- Don't make a prediction, make a difference!
- We touch the future everyday!

**Please post questions on the
parking lot!**

THANK YOU

Cindy Plummer

Regional Coordinator

N.N.R.P.D.P.

cplummer@pershing.k12.nv.us

<http://www.pershing.k12.nv.us>



Believe-Achieve-Succeed-EXPONENTIALLY!

Building Bridges to College Access through Dean's Future Scholars (DFS)

2011 leadership for equity & excellence forum beyond the sidelines: let's get to work!

Presenters:

Amber Burroughs, Senior mentor, unr

Leslie-Anne Serra, Graduate Research Assistant, UNR

Bob Edgington, Director of DFS, roberte@unr.edu

Understanding NV demographics

- Nevada- one of lowest states in nation for numbers of students pursuing Post Secondary Education(PSE)
- 2 Universities (UNR, UNLV), 1 state college, 4 community colleges, small number of private colleges
- 56% high school graduation rate
- Low ethnic teacher/administrator representation
 - Over 40% minority population by 2020
 - 74% of Hispanic population have no PSE, 46% for African American, 43% for Native Americans
- Low-skill job history
 - Hospitality Industry (i.e. gaming, entertainment, hotel, etc.)—27% of state's workforce
 - Construction/housing—11% of workforce
 - Mining
- How do we provide access to low income, diverse students?

DFS Program Overview

- Has provided services & academic support for over 500 low-income students
 - 50 new students selected each year
 - Current HS juniors are GEAR UP/DFS cohort
 - 5 cohorts attending universities/colleges
 - First DFS graduate student graduated Fall 2009
 - First cohort graduating Fall 2010 and Spring 2011

Program Effectiveness

- First DFS cohort
 - About 50 percent enrolled in college
- Second Cohort, with GEAR UP scholarship GEAR UP/DFS cohort—Class of 2007
 - About 86% or 44/51 graduated HS enrolled in college fall of 2007
 - This same year—
 - HS graduates for 2007 college-going rates:
 - U.S. 66%
 - Nevada 45%
 - Washoe County School District 71%
 - 90% 45/50 graduated HS enrolled in college fall of 2010

D F S M e n t o r s



Selection Process

Teachers and School Counselors Recommend Students Who Are:

- Low-income
- First generation to attend college
- Interested in becoming a teacher
- Demonstrate academic potential
- Demonstrate outstanding citizenship
- Title I elementary schools

Core Strategy 1: Long-term Program

Phase I: 6th Grade Selection

- Group of 6th graders selected by teachers, counselors, and principals
- Criteria:
 - Being ethnic minorities from low income families
 - Being the first generation of a family to attend college;
 - Demonstrating academic ability with potential for success in college
 - Displaying good citizenship
 - Active participation in school and preferably youth organizations

Phase II: 7th and 8th Grades

- Spring conference
- Parent workshops
- Assigned mentors
 - Students visited on school campus several times a month
 - About 15-20 minutes
 - Advice/support with school aspects
- Summer Program
 - Academic focus
 - Opportunity for school credit

Phase III: 9th Grade

- Help with transition into high school
- Assigned mentors
 - Students visited on school campus several times a month
 - About 15-20 minutes
 - Advice/support with school aspects
- Summer Program
 - Academic focus
 - Opportunity for school credit

Phase IV: 10th, 11th, and 12th Grades

- Continue assigned mentors
 - Students visited on school campus several times a month
 - About 15-20 minutes
 - Advice/support with school aspects
- Summer Program
 - University campus job
 - Academic focus
 - Opportunity for school credit

Core Strategy 2: DFS Mentoring

- Selection of mentors
 - Former DFS students
- Training of mentors
 - Three times a year
- Meeting with students
 - Weekly mentoring in schools
- Focus of mentoring
 - Building a good rapport is the key to a successful relationship
 - Setting goals, reaching academic aspirations, academic support (tutoring as necessary)

Core Strategy 3: Summer Program

- Length of program
 - Two months
- Location of program
 - University of Nevada, Reno in the College of Education
- Summer activities: 3 programs
 - Middle School Program
 - Math High School Program
 - College Working Program

Middle School Summer Program

- 1- 3 week program
- 6th and 7th grade students
 - Average of 80 participants yearly
- College Exploration
- Recreational Activities
- Academic Rotations
 - Art
 - Reading
 - History
 - Math

Middle School Program



High School Summer Math Program

- Six week program
- 9th, 10th and 11th graders
 - Average 150 students participate yearly
- Two hour tutoring in the morning
- Four hours of instructional time in the afternoon
- Earn one high school math credit towards their high school diploma
- Math courses offered
 - Algebra 1-2
 - Geometry 1-2
 - Algebra 3-4
 - Trigonometry/ Pre-Calculus

Math Summer Program



College Work Program



College Work Program

- Students who have completed the summer math program and have completed all of their required math credits
- 11th and 12th graders
- Must be 16 years old to be qualified to work
- Eligibility of employment at the university requires students to be enrolled in 6 credits, or two college courses
- College Courses
 - First semester
 - EDU 110 or EDU 111
 - Second semester
 - Remedial courses in either math or english



For more information CONTACT:

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775-687-9243